

**TEACHERS' ATTITUDES TOWARD THE USE OF TEACHING  
MATERIALS (TEXTBOOKS VS AUTHENTIC MATERIALS) IN ESP  
COURSE AT UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**

**In Partial Fulfillment of the Requirement for Master's Degree of English  
Language Education**



**By:**

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October 2019**

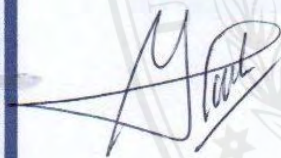
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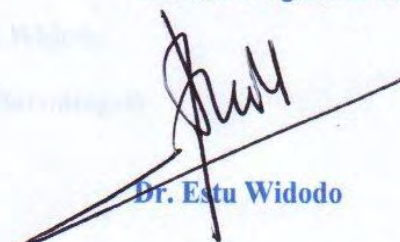
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# THESIS

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Master Degree of English Language Education  
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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **TEACHERS' ATTITUDES TOWARD THE USE OF TEACHING MATERIALS (TEXTBOOKS VS AUTHENTIC MATERIALS) IN ESP COURSE AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 18 October 2019

The Writer,



**RIKA WAHYUNINGTYAS**

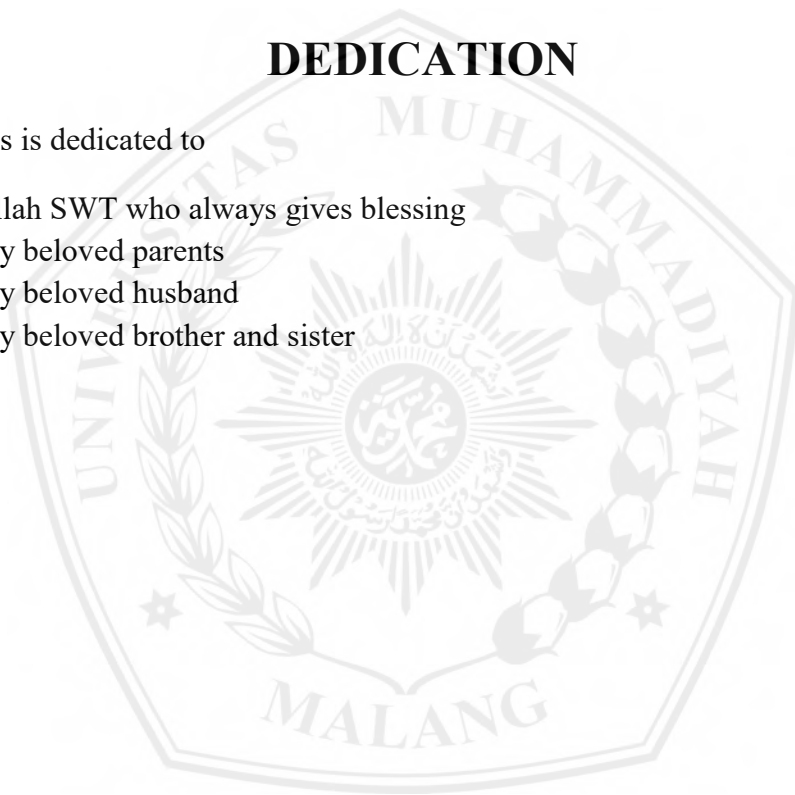
## MOTTO

Knowledge is better than wealth. Knowledge takes care of you and you protect wealth. Knowledge is the judge (judge0 and the property of the convicted. Wealth is less when it is spent but knowledge increases when it is spent. Ali bin Abi Talib

## DEDICATION

This thesis is dedicated to

- ❖ Allah SWT who always gives blessing
- ❖ My beloved parents
- ❖ My beloved husband
- ❖ My beloved brother and sister



## ACKNOWLEDGMENT

*Alhamdulillah*, the researcher is thankful to the Almighty Allah, the most gracious one who has guided the researcher to complete the research. The researcher is grateful because Allah transmits many gifts in the researcher's surrounding. *Shalawat* and *Salam* also expressed to the Prophet Muhammad.

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Malang, 18 October 2019

The Researcher

Rika Wahyuningtyas

# **TEACHERS' ATTITUDES TOWARD THE USE OF TEACHING MATERIALS (TEXTBOOKS VS AUTHENTIC MATERIALS) IN ESP COURSE AT UNIVERSITY OF MUHAMMADIYAH MALANG**

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## **ABSTRACT**

The suitability in choosing and applying teaching materials with the English for Specific Purposes (ESP) course has a positive impact on teaching and learning. There are various kinds of teaching material that can be used by English for Specific Purposes (ESP) teachers such as textbooks and authentic materials. Both of them are used for giving the knowledge to the English for Specific Purposes (ESP) students in order to fulfilling their needs. The selection of appropriate teaching materials for English for Specific Purposes (ESP) course is influenced by how the teacher attitudes towards the teaching materials.

Teachers' attitudes are someone's disposition that impels the individual's reaction to like or dislike an object, situation or proposition. In this context, the object is the authentic materials and the textbooks that are used by English for Specific Purposes (ESP) teachers. Therefore, knowing the teachers attitudes towards teaching materials (authentic materials VS textbooks) is very important because it will be influenced teachers preference in using appropriate teaching materials for English for Specific Purposes (ESP) course and it will give impact to knowledge development of English for Specific Purposes (ESP) students.

This research used mixed-method approach with explanatory sequential model as the design. There were two phases to collect the data in this research. For first phase, the researcher used survey as the instrument. Second phase, the researcher used interview. There were 40 ESP teachers as the subject in this research. The first finding showed that the English for Specific Purposes (ESP) teachers have positive attitudes toward authentic materials and textbooks. However, authentic materials have a higher score compared the textbooks. Then, another result showed that the English for Specific Purposes (ESP) teachers prefer to use authentic materials rather than textbooks.

**Keywords:** Teaching Materials, Authentic Materials, Textbooks, Teachers' Attitudes, Teachers' Preference, English for Specific Purposes (ESP)

# PERILAKU GURU TERHADAP PENGGUNAAN BAHAN PEMBELAJARAN (BUKU TEKS VS BAHAN PEMBELAJARAN AUTENTIK) PADA PROGRAM ESP DI UNIVERSITAS MUHAMMADIYAH MALANG

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## ABSTRAK

Kesesuaian bahan pembelajaran sangat penting untuk dipertimbangkan oleh guru dalam proses belajar mengajarnya. Kesesuaian dalam memilih dan menerapkan bahan pembelajaran dengan program *English for Specific Purposes (ESP)* memiliki dampak positif pada proses belajar mengajar. Ada berbagai macam bahan pengajaran yang dapat digunakan oleh guru *English for Specific Purposes (ESP)* seperti buku teks dan bahan pembelajaran autentik. Keduanya digunakan untuk memberikan pengetahuan kepada siswa dalam program *English for Specific Purposes (ESP)* untuk memenuhi kebutuhan mereka. Pemilihan bahan pembelajaran yang sesuai dengan program *English for Specific Purposes (ESP)* dipengaruhi oleh bagaimana perilaku guru terhadap bahan pembelajaran.

Sikap guru adalah disposisi seseorang yang mendorong reaksi individu untuk menyukai atau tidak menyukai objek, situasi atau proposisi. Dalam konteks ini, objeknya adalah bahan pembelajaran otentik dan buku teks yang digunakan oleh guru *English for Specific Purposes (ESP)*. Oleh karena itu, mengetahui sikap guru terhadap bahan ajar (bahan pengajaran autentik VS buku teks) sangat penting karena akan mempengaruhi preferensi guru dalam menggunakan bahan pembelajaran yang sesuai untuk program *English for Specific Purposes (ESP)* dan itu akan berdampak pada pengembangan pengetahuan siswa *English for Specific Purposes (ESP)*.

Penelitian ini menggunakan pendekatan metode campuran dengan model sekuensial eksplanatori. Ada dua step yang akan dilakukan untuk mengumpulkan data. Pertama, peneliti menggunakan survei sebagai alat penelitian. Kedua, peneliti menggunakan interview. Ada 40 guru ESP di dalam penelitian ini. Temuan pertama menunjukkan bahwa guru *English for Specific Purposes (ESP)* memiliki sikap positif terhadap bahan pembelajaran autentik dan buku teks. Namun, bahan pembelajaran autentik memiliki nilai lebih tinggi dibandingkan buku teks. Kemudian, hasil lain menunjukkan bahwa guru *English for Specific Purposes (ESP)* lebih suka menggunakan bahan pembelajaran autentik daripada buku teks.

**Keywords:** Bahan Pembelajaran, Bahan Pembelajaran Autentik, Buku Teks, Perilaku Guru, Pemilihan Guru, *English for Specific Purposes (ESP)*



## TABLE OF CONTENTS

	<b>Page</b>
<b>TITLE PAGE</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>LEGALIZATION</b> .....	iii
<b>LETTER OF STATEMENT</b> .....	iv
<b>MOTTO AND DEDICATION</b> .....	v
<b>ACKNOLEDGEMENT</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>ABSTRAK</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLE</b> .....	xi
<b>INTRODUCTION</b> .....	1
Research Background .....	1
Research Questions .....	3
<b>REVIEW OF RELATED LITERATURE</b> .....	4
Teaching Material .....	4
The Role of Textbook .....	4
Authentic Materials .....	5
1. Types of Authentic Materials .....	6
2. The Role of Authentic Materials .....	7
The Concept of Attitudes .....	7
Teachers' Attitudes toward Authentic Materials .....	8
Teachers' Attitudes toward Textbooks .....	10
The Concept of Preference .....	11
Teachers' Preference in Using Teaching Materials (Textbooks or Authentic Materials) .....	11
<b>RESEARCH METHOD</b> .....	12
Research Design .....	12
Research Participants .....	14
Research Instruments .....	14
1. Survey .....	15
2. Interview .....	16
Data Collection Procedure .....	17
Data Analysis .....	17
1. Quantitative Data Analysis .....	18
2. Qualitative Data Analysis .....	18
<b>RESEARCH FINDINGS AND DISCUSSION</b> .....	19
Research Findings .....	19
ESP Teachers' Attitudes toward Authentic Materials .....	19
ESP Teachers' Attitudes toward Textbooks .....	22
Teachers' Preference to Teaching Materials (Authentic Materials VS Textbooks) .....	24
ESP Teachers Preferred to Use Authentic Materials .....	24
Discussion .....	26

<b>CONCLUSIONS AND SUGGESTIONS</b> .....	28
Conclusions.....	28
Suggestions.....	28
<b>REFERENCES</b> .....	29



## LIST OF TABLE

	<b>Page</b>
Table 3.1 Categories of Teachers' Attitudes .....	18
Table 4.1 The Average Score of Teachers' Attitudes toward Authentic Materials .....	19
Table 4.2 The Average Score of Teachers' Attitudes toward Textbooks .....	22



## **INTRODUCTION**

### **Research Background**

English has a significant role in today's workforce need. Nowadays, the job seekers who graduate from higher education are demanded to be able to use English well. To meet the need, some universities have implemented a program called English for Specific Purposes (ESP). ESP is an educational program that manages the teaching of English in accordance with the needs of students (Hutchinson and Waters, 1987). Crandall (1979) argues that ESP teaching in higher education is focused on the need of the students and adapted to their majors and also correlated with the need of work. In this context, ESP teaching should use proper materials that are suitable for what the students need (Dudley-Evans and St. John, 2001; Altıışdört, 2016).

However, the teaching of ESP in higher education still faces several obstacles. One of the obstacles is the teacher's lack of ability in selecting teaching materials that match the needs of students (Dorda, 2008). This situation is problematic since the ESP teachers have a critical role in ESP teaching as they are also required to prepare the materials that are suitable for the needs of students (Negrla and Kraft, 2018). The unavailability of the adequate materials which are relevant to the needs of the students adds an additional problem to the existing constraints on ESP teaching in higher education.

Teaching materials are an essential part of ESP. These can be in the form of books, authentic materials, and other teaching materials (Richards, 2001). The use of appropriate teaching materials is expected to help the students develop their English skills. It does not only help the students but also helps the teachers convey the real situation topics that are suitable with the discipline of the students (Palmero, 2003). In ESP teaching, there are several teaching materials such as textbooks (artificial materials) and authentic materials that are used by the teachers. However, textbooks and authentic materials basically have roles in developing the students' abilities in English for higher education.

The textbook is one of the ESP teaching materials used by the teacher. It is still used by the teachers because it can help them focus on discussion about accuracy rather than fluency (Allehyani, Burnapp, and Wilson, 2017). Besides, the

textbook provides a reference in adjusting the material to be used from one class to another class (Richards, 2001). Thus, the textbooks still have a significant role in teaching English in the ESP program.

Infact, however, the textbook still has weaknesses in its use. Al Azri and Al-Rashidi (2014) believe that textbook is not well-arranged for the students with real-life language situation because it is designed for teaching rather than learning. Furthermore, Tomlinson and Masuhara (2008) argue that the textbook gives a contribution to the failure of many students to acquire basic competence in English and to develop their English ability successfully. Therefore, some teachers try to employ other materials for teaching ESP, such as authentic materials.

The use of authentic materials in ESP teaching is expected to provide assistance to the students in using English in the real language situation (Al-Azri and Al-Rashidi, 2014; Mugimu and Sekiziyivu, 2016; Ryan, 2014) and authentic materials will give them an idea of what is needed in the workplace (Dorda, 2008). In addition, the use of authentic materials in ESP teaching is expected to motivate the students to learn English at specific areas and in accordance with the target language (Benavent, 2011). Therefore, the use of authentic materials in the ESP program is expected to facilitate the students in preparing their English skills that are needed by the workplace after they graduate from college.

However, the use of authentic materials in ESP teaching still has several problems. One of the problems that usually appear is the incompatibility of the authentic materials used by the teacher due to technical difficulties (Mercy, 2012). In addition, preparing the authentic materials takes long time and efforts that even sometimes the teachers feel some difficulties in preparing them (Ryan, 2014). Therefore, teachers' attitudes towards the use of authentic materials are still needed to be analyzed.

Teachers' attitudes toward the use of authentic materials in the ESP program are the issue that has not received decent attention. According to Baker (cited in Latchanna, 2014), teachers' attitudes come to the fore as they reflect upon the language that they use in teaching. Intentionally or unintentionally, their attitudes play an essential role in language's progress or decay restoration or destruction. Therefore, gaining information about teachers' attitude in teaching materials,



especially in the authentic material, is essential to know what the teachers responses, thinking, assumption, and how they decide authentic materials that are suitable for their classroom.

Furthermore, teachers' attitude toward textbook also needs to be known because this will affect the selection of teaching materials to be used by ESP teachers. Then, the perception and evaluation of the teachers about textbooks also will be gotten. Tok (2010) also states that English teachers have the right to participate in evaluations because they are real users of the school textbook. Therefore, teachers attitudes toward texbooks have important aspect in selecting and evaluating in applying teaching materials in ESP course.

A previous research conducted by Allehyani, Burnapp, and Wilson (2017) investigated the teaching attitudes toward the use of school textbooks and authentic materials in Saudi Arabia boy schools. The result showed that the teachers had positive attitudes towards the use of authentic materials in the classroom compared to the use of the textbooks. Another finding was that the authentic materials were more appealing than the textbooks according to the majority of the English teachers.

There are some differences between this current research and the previous ones. Firstly, this research is itended to develop the previous findings by conducting an investigation at university level. Secondly, the subjects of this research are the ESP teachers of University of Muhammadiyah Malang (UMM). The ESP teachers play an important role in delivering English materials related to the students" needs in their future career. By examining the ESP teachers" attitudes toward authentic materials and textbooks, it can be seen how the ESP teachers prepare and deliver English materials tailored to the real-life situation in the workplace.

### **Reasearch Questions**

This study is intended to answer the following research questions:

1. What are the ESP teachers" attitudes towards the use of authentic materials?
2. What are the ES<sub>p</sub> teachers" attitudes towards the use of textbooks?
3. Which teaching materials (ESP textbooks or authentic materials) do the teachers prefer to use in their classroom?

## **REVIEW OF RELATED LITERATURE**

### **Teaching Material**

Teaching material is one of the teaching needs that cannot be separated from the teaching and learning process. Teachers should give more attention to the teaching material when they want to arrange teaching and learning activity. According to Djono (2013), teaching materials can improve the effectiveness and efficiency of learning. It can guide teachers in learning activities and contain the substance of the competencies to be taught. In language teaching, teaching materials also have an important role. Richards (2001) believes that teaching materials are the key component in most language programs. Whether the teachers use textbooks, gather the materials from the existing sources, or create their own materials, teaching materials generally serve as a basis for many of the language inputs received by learners and the language practices that occur in the classroom.

Furthermore, Vičič (2011) argues that the important area in ESP teaching is teaching materials selection, adaptation, and writing. It is representing a practical result of effective course development and providing students with materials that will equip them with the knowledge that will be needed in their future workplace. According to Nunan (1992), teaching materials are the most substantial and observable component of pedagogy. They determine the quality of language inputs and language practices during the learning process in the classroom. Therefore, in the ESP course, teaching materials can be viewed as an object of observation to see the suitability of teaching materials with the needs of the students.

### **The Role of Textbook**

The textbook is one of the artificial materials still used until today. Textbook plays a vital role in the education process (Mohammad and Kumari, 2007). According to Graves (2000), the textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning. Furthermore, the textbook is considered as the main resource for providing learners with the necessary communication skills. In line with the argument before, the textbook is considered an essential resource for teachers and students in the ESL/EFL classroom (Wen-Cheng, Chien-Hung, and Chung-Chieh, 2011). Therefore,

the role of the textbook in teaching and learning especially language course is very important to support teachers to teach students and improve the students' language skills.

In the English Specific Purposes (ESP) program, the textbook is still needed by ESP teachers. According to Mukundan (2007), when it comes to the use of English skills in the workplace, the textbook still plays an important role in students' future. The function of the textbook in teaching ESP is as the basis of any courses in this domain. As a matter of fact, English courses covered by textbooks should serve the courses in the best way as much as possible (Azarnoosh and Ganji, 2014). However, McGrath (2006) states that the textbook has the tendency to dictate what is taught, in what order, and, to a certain extent, how and what learners learn. Tevdovska (2018) believes that the appropriate textbook in the ESP classroom should provide a ready-made source of materials and activities, as well as a focus and purpose for language learners. Textbook usually includes appropriate and useful topics for discussion and relevant vocabulary from a certain area of studies, such as Business, Information Technology, and Legal Studies. Therefore, the ESP textbook has an essential part in ESP teaching as the guideline and source for the ESP teachers.

### **Authentic Material**

Authentic material is one of the teaching materials that the teachers use to give the students' knowledge that they get in the classroom into their daily life for practical purposes. According to Otte (2006), authentic materials are designed to imitate real-world situations. This statement is also supported by Belaid (2015) who states that authentic materials in language classes would bring lively educational atmospheres and would return better practical learning results. Moreover, according to Al-Azri and Al-Rashidi (2014), Mugimu and Sekiziyivu (2016), Richards and Rogers (2001) and Ryan (2014), the authentic material makes students not only learn in the classroom area and control language learning environment, but also encounter the language used in the real world. It also can be used to facilitate the development of all aspects of the other language. Therefore, it can be said that authentic material has a positive impact on the students' learning. It will make students have familiar

with the real-life language experience when they live in society and adopt the culture.

In preparing and choosing the materials for ESP students, according to Shrum and Glisan (2000), authentic materials provide an effective way to present real language, to integrate culture, and to improve understanding. They bring two reasons for believing that authentic materials are beneficial. Firstly, by the exposure to such materials, students will be provided an opportunity to see language as it is used in the real world to serve a real purpose. Secondly, such materials can be considered as a rich source of cultural content. According to Berardo (2006), authentic materials are created with some real-life goals and the examples of authentic materials include magazine advertisements, movie reviews, television shows, a conversation between native speakers, train schedules, nutrition labels and so on. They include both spoken and written language samples. Another example of authentic material is internet access, according to Sudiran (2019), applying Internet to teach authentic materials in teaching and learning process will help the teachers make classroom is more fun and attractive. Therefore, using authentic materials in ESP teaching will help ESP teachers deal with the obstacles they face when preparing teaching materials for their students.

### **1. Types of Authentic Materials**

In language teaching, there are three types of authentic materials: audio materials, visual materials, and printed materials (Genhard 1996). The authentic audio materials consist of all materials to which the students should listen to get the main information (Allag, 2016). Some examples of audio materials are radio broadcast, taped conversation, song, advertisement, announcement, and sundries. Maxim (2002) argues that offering students with the authentic audio material is significant for their learning progress since it guides them to get used to the way native speakers speak English including their vocabulary, intonation, fluency, and pronunciation.

The next type of authentic materials is visual materials. Polio (2014) defines authentic visual materials as those materials in which students can obtain information

by seeing the materials. The examples of authentic visual materials are pictures, photographs, postcards, schedule boards, street signs, and wordless picture books.

The last type of authentic materials is printed materials. Genhard (1996) argues that authentic printed materials are all materials in the form of books, sheets, or a set of papers. The examples of them are magazines, newspapers, restaurant menus, movie reviews, memoranda, diaries, greeting cards, story books, brochures, telephone books, and song lyrics. Genhard further elaborates that bringing authentic printed materials to the classroom is believed to help students realize that a high number of goods have been produced in real life which uses English as the language.

## **2. The Role of Authentic Materials**

The role of authentic materials in English teaching has been concerned and analyzed in studies of Breen (1985) and Berardo (2006). They identified four main features of these materials. Firstly, authentic materials present new vocabularies and grammatical structures in the proper context. Secondly, it also supports the teachers and students' interactions in the classroom. Thirdly, authentic materials bring a real-life situation and non-academic situation. Lastly, authentic materials expose cultural information. These four features are used to guide teachers through selecting and examining authentic materials in the foreign language teaching process.

As observed by Besse (1984), there are two reasons for utilizing authentic materials. The first reason for the usage is that authentic materials can reflect the use of real-life language, especially in daily communication behaviors and in specific situations. Secondly, when they are selected carefully and can satisfy learners' demands, they will be an ideal tool for constructing language courses and studying a foreign language. Furthermore, Richards (2001) and Guariento and Morley (2001) argues that authentic materials are essential because they create learning motivation and put learners into an authentic language environment or class contextualization.

## **The Concept of Attitudes**

In the learning process, the attitude shown by the teacher toward the teaching materials is something that must be considered because an attitude is an evaluation of an object of thought. Attitude objects comprise anything a person may hold in mind,



ranging from the mundane to the abstract, including things, people, groups, and ideas (Bohner and Dickel, 2011). Moreover, attitudes are stable entities stored in memory versus temporary judgments constructed on the spot from the information at hand (Gawronski, 2007). An attitude is largely a physical preparation for action. Then, it is psychological tendencies, expressed by evaluating a certain level of likes or dislikes (Eagly & Chaiken, 2007).

Furthermore, according to Koul (1984), attitude is a personal disposition that impels an individual to react to an object, situation or proposition in a favorable or unfavorable way. Koul further observes that "how people feel or what they believe is their attitude". Lambert and Lamberts (1973) state that an attitude is an organized and consistent manner of thinking, feeling and reacting to people, groups, social issues or more generally to any event in the environment. Moreover, Kroenung and Eckhardt (2011) state that attitudes consist of three components, which include cognitive component, affective/emotional component, and behavioral component. Basically, the cognitive component is based on information or knowledge of person, while the affective component is based on feelings and the behavioral component reflects how attitudes influence the way people act or behave. For example, in the case of teacher who does not like authentic materials, the cognitive component might be the fact that authentic materials are complicated. On the other hand, the affective component is the feeling that she/he is not interested in applying authentic materials in her/his class. The component of behavior is that the teacher will ignore applying authentic materials in her/his class. So, an attitude basically like a positive or negative evaluative statement depends on the level of likes or dislikes for the matter.

### **Teachers' Attitude towards the use of Authentic Materials**

In the teaching and learning process, teachers' attitudes towards authentic materials in English course are an issue that has not received the attention it deserves (Soliman, 2013). However, the teachers' attitudes are very important to know because they have an influence on student achievement. Previous research has proven that teachers' attitudes have a significant influence on students' motivation and, more generally, on their learning achievement (Dornyei, 2003). Then, according to several researchers (Krashen, 1989; Masgoret & Gardner, 2003), the teachers'

attitudes have strongly influenced students' achievement in EFL learning. Thus, understanding teachers' attitudes toward authentic materials are essential because this could show how the use of authentic materials in the classroom could improve students' achievement.

In this case, positive or negative attitudes would appear when we talk about teachers' attitudes toward authentic materials (AbdulHussein, 2014). The characteristics of positive attitudes are that the teachers will show their interests in using authentic materials in their classrooms (Peltola, 2014). Not only that, Allehyani and Burnap (2017) state that a sense of satisfaction in using authentic materials in the classroom will show that the teachers have a positive attitude toward authentic materials. Then, the positive characteristic that can be shown by the teacher is the teachers feel that they get the advantages of using authentic materials, such as the ease of reaching communication approach in their classroom (Soliman, 2013). According to Israelsson (2007), when the teachers feel happy and challenged to make a creation with authentic materials for their learning in the classroom, it means that teachers show a positive attitude toward authentic materials. Therefore, positive attitudes toward authentic materials those teachers have shown in the classroom also have a contribution in improving students' achievement.

However, the results of some research show the existence of negative teachers' attitudes toward authentic materials. According to Peltola (2014), there were several teachers who did not use authentic materials because they felt that using authentic materials required good preparation and needed time to look for the authentic materials suitable with the topic. According to a research conducted by Israelsson (2007), the teachers also felt that the textbook they were using could cover the material that was in accordance with the topic. Moreover, when teachers want more focus on students and specific language structures, textbooks are better used than authentic materials.

According to Ngatia (as cited in Gitonga, 1999), this indicates that attitudes play a great role in an individual's tendency toward or away from an object, concept, or situation if an individual is given a chance. From the foregoing, it can be argued that teachers' attitudes towards authentic materials in the ESP classroom will show the kinds of attitudes. If teachers have a positive attitude towards authentic materials,

it will be made evident by their tendency to encourage it or implement authentic materials in ESP teaching. Otherwise, if teachers have a negative attitude, it will be evidenced by their failure to encourage and support the implementation of authentic materials in ESP teaching.

### **Teachers' Attitudes Toward Textbooks**

Tomlinson (2001) divides this attitude towards textbooks into two groups: protagonists and antagonists. First group believes that textbooks are the easiest form to present material because they provide coherence, systematic, completeness, continuity, and development. Then, the opposite group argues that textbooks are definitely casual and reductionist when they are analyzed and incompatible with the extensive requirements of their users. Therefore, it can be seen that the first group saw textbooks as useful for general purposes while the second group considered the lack of textbooks for specific purposes.

There are previous researches about teachers' attitudes toward textbooks. According to Salehi, Khadivar, and Mehrabi (2015), the finding of their research showed that the teacher has a positive attitude towards the contents of their ESP textbook. The teachers claimed that the contents of the ESP textbook with short and simple texts and reviewing the parts are good and relevant to the level of students and their needs. Furthermore, Zia and Afraz (2017) explained that the result of their study showed that the teachers also had positive attitudes towards the goals and achievements, skills, and technical considerations of textbook. Then, the teachers also had positive attitude in the type of language, because they believed that in many cases languages and registers used in textbooks.

However, according to Alhamami and Ahmad (2018), their study revealed that teachers showed negative attitudes to English textbooks. They felt that the textbooks were found to be insufficient in meeting the aims and objectives of the course, the level of students' language proficiency, their cultural sensitivity, their academic background and incompatibility in students' needs. Moreover, another research showed that the ESP teachers also have negative attitudes toward ESP textbooks. They argue that the textbooks need more practices on pronunciation,

language functions, and grammar. Then, the ESP textbooks should according to the students needs (Khoshima and Khosravani, 2004).

### **The Concept of Preference**

The term preference uses many different meanings, depending on the field that uses the term. According to economists and behavioral decision theorists usually liken the preference with the choice or willingness to pay. Moreover, Simonson (2008) argues that preference can be said as someone tendency to make a decision whether or not to choose a choices A, B, or C. However, psychologists usually use term preferences to show tendencies to consider something desired or unwanted. It means that preferences are equivalent to attitudes (Gawronski & Bodenhausen, 2006). Furthermore, preference is an opinion which specifically relates to a personal 'liking' based on experience" (Robinson, 1976). Therefore, it shows that the preference made by someone will influence the someone attitude that will be shown to an object and it appear based on their experiences.

The teacher preference in using teaching material is an indispensable thing in order to get a good quality of learning. Basically, it can be done by adjusting to what is needed by students in the English class. According to Samperio (2017), the way teachers choose, adapt, and deliver the teaching materials in classroom activities reflects their teaching styles and their methods or approaches to teach. Because of that, the preference of teaching materials can affect all aspects of teaching and learning processes. So, teachers are expected to be able to choose the right teaching material for their students.

### **Teachers' Preference in Using Teaching Materials (Textbooks or Authentic Materials)**

In the teaching and learning process, the teacher is one component that determines what teaching materials are used in the teaching and learning process. According to Israelsson (2007), the teaching materials usage and the way teaching materials are presented and dealt with by the teachers are the factors in improving the students' achievement in English course. In this case, the teachers will be faced with

the selection of teaching materials (textbooks or authentic materials) to be used in their teaching and learning process.

Some studies showed that the teachers preferred to use authentic materials than textbooks. Allehyani and Burnap (2017) found out that teachers have realized how important it was to present authentic materials in the classroom, so they were more inclined to choose authentic materials than textbooks. Moreover, a study conducted by Soliman (2013) showed that teachers liked to use authentic materials to increase their students' motivation and interest in English classes. They also argued that authentic materials would increase the level of communication of students in English. According to Phuong (2017), authentic materials are very useful to speak a real language, satisfy the needs of teachers and to adopt creative teaching approaches. Therefore, the teachers prefer to use authentic materials than a textbook because of a lot of benefits they got when using authentic materials.

However, there are also teachers who prefer to use textbooks in their teaching and learning. Israelsson (2007) interviewed some teachers and the result was that some of them argued that textbooks were especially useful when they wanted to focus on a specific language structure and subject. Next, textbooks also provided them with fitting exercise that let the students practice a variety of skills. It is also supported by Hutchinson and Torres (1994) and Ahmadi and Shah (2014) who state that those researchers point out that there is no complete teaching and learning without a relevant textbook, and they also focus on specific language elements. Moreover, Tevdovska (2018) mentioned that teachers preferred to use textbooks because they felt that the textbooks were already relevant, well-organized, helpful, and they took less time to prepare.

## **RESEARCH METHOD**

### **Research Design**

Research design was a strategy to gather different components of research projects in a cohesive and coherence way. According to Creswell (2009), research design was a plan and procedure that cover all research assumptions through data collection and analysis methods. Moreover, according to Sekaran (2003), research design was set up to decide, among other issues, how to collect the research data,



analyzed and interpreted them, and finally, provided an answer to the problem. Then, Cavana et al. (2001) stated that research design was a structured set of rational decision-making choices, or guidelines, to assist in generating valid and reliable research results.

In this research, the researcher used qualitative and quantitative research to gain and elaborate the data. According to Gay & Airasian (2003), combining both qualitative and quantitative methods was called mixed-methods. A mixed methods research was the use of quantitative and qualitative methods as components of research design (Creswell, 2014; Greene, 2007). Moreover, Riazi (2017) stated that mixed-methods research was where quantitative and qualitative methods combined in collecting and analyzing research data, increasing excellence and utility in various academic disciplines, including those applied linguistics and language teaching and learning.

In this study, the researcher used explanatory sequential mixed-method approach. According to Creswell (2014), this involves a two-phase project where the researcher collected quantitative data in the first phase, analyzed the results, and then used the results to plan (or build) the second phase, qualitatively. In addition, according to Ponce and Maldonado (2015), the purpose of this design was to study or describe research problems in depth. To achieve this, firstly, the researcher used quantitative studies to measure the attributes or nature of the problem (phase I) and then to qualitative studies (phase II) to deepen the findings of Phase I. Therefore, the researcher distributed the questioner to the ESP teacher as phase I (quantitative data) to know the teachers' attitudes toward authentic materials, textbooks and teachers' preference toward teaching materials (textbooks or authentic materials). Then, from the questionnaire results, the researcher conducted an interview with ESP teachers for phase II (qualitative data) to find out deeper answers to the problems raised. Thus, due to the nature of each research question, applying the explanatory sequential mixed-method approach was appropriate to help the researcher in completing the research.

## **Research Participants**

The researcher choosed ESP teachers at Language Centre of University of Muhammadiyah Malang (UMM) as the subjects of this study. The researcher choosed ESP teachers because they should teach ESP courses that belong to compulsory courses in UMM. These courses was compulsory for students in the first year. Then, ESP teachers were having an important role in teaching English for every major in UMM. Therefore, the researcher choosed the ESP teachers as the subjects in order to discover their attitudes toward authentic materials, textbooks and the teachers' preferences in using teaching materials in the ESP course.

In this study, the researcher distributed questionnaires to fourty ESP teachers in Language Center of UMM. These number participants were accepted to represent the research subject due to the minimum sample size of thirty was held by many people as the minimum number of cases if researchers planned to use some form of statistical analysis on their data (Cohen, Manion, and Morrison, 2007). Then, for interview the researcher choosed five ESP teachers. Those five ESP teachers were selected by using purposive sampling. According to Palys (2008), purposive sampling was a technique for selecting the subject based on the criteria that represent some population. Therefore, there were some criteria that they can fulfill the required data. Firstly, the subjects were ESP teachers of UMM. Secondly, they must hold a Master Degree of English to ensure that he/she has high-level of education indicating that he/she has suitable knowledge of teaching English for Specific Purpose. Lastly, they were having minimum two years of experiences in teaching ESP. The researcher took two years experienced teachers because they were assumed to have well-developed knowledge bases and organizational skills that allow them to be flexible in class organization and problem-solving. Then, they would focus on students and their needs (Meyer, 2004., Tsui, 2009). This trial and error have let her/him found the most effective teaching materials that she/he was using and perfects over time.

## **Research Instruments**

In this research, the researcher used two kinds of instruments to collect the data. The questionnaire was used to collect quantitative data. Then, the interview was used to collect qualitative data.

## 1. Survey

Survey was a procedure to collect quantitative data by using a questionnaire in order to describe attitudes, opinions, behaviors, beliefs or characteristics of the participants (Creswell, 2012). A questionnaire was a data collection instrument that involves a series of questions and other prompts for the purpose of gathering information from respondents (Ahmad, 2012). Moreover, the questionnaire as a tool to get the information about subjects' social characteristics, present and past behaviours, standard of behaviours or attitudes and their beliefs and reasons for action with respect to the topic under investigation (Bulmer, 2004).

In this research, the researcher used likert scale questionnaire. According Singh (2006), likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale. Here all the statements in combination reveal the specific dimension of the attitude towards the issue, hence, necessarily inter-linked with each other. Therefore, in this research, there was fifteen statements and four options (strongly agree, agree, disagree, and strongly disagree) for each statement in the questionnaire. It was given to the ESP teachers for the purpose of gaining information about the teachers' attitudes towards authentic materials. Then, this questioner also helped the researcher know the ESP teachers' preference in using the teaching materials (authentic materials or textbooks). The questionnaire was given to the ESP teachers before conducting the interview.

### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's	
Alpha	N of Items
.867	15

Then, the result of questionnaire 1 validity test above showed that the significant results range from .000 to .010 or less than .05. Therefore, the research instrument was valid. Moreover, the reliability test results were .867 or more than .8. Hence, the questionnaire was reliable.

Case Processing Summary			
		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

#### Reliability Statistics

Cronbach's		
Alpha	N of Items	
.877	15	

Moreover, the result of questionnaire 2 validity test, the significant results range from .000 to .019 or less than .05. Moreover, the reliability test results were .877 or more than .8. Hence, the questionnaire was valid and reliable.

## 2. Interview

Interview was another instrument used by the researcher to get the data. Ary et.al (2010) stated that interview was used to help the researcher gets more understanding about the subject experience and the meaning of them rather than to test the hypothesis. It made the researcher easy to interpret the result of the data. It was also supported by Lambert and Loiselle (2007) who stated that an interview as a strategy to gather information about participants' experiences, views, and beliefs concerning a specific research question or phenomenon of interest.

In this research, the researcher choosed a semi-structured interview to get more comprehensive data. According to Ary et.al (2010), a semi-structured interview was an interview that must not only be based on the question guideline. In this case, the questions was formulated by the researcher, but the researcher could be modifying the format or questions during the interview process. Thus, a semi-structured interview was a more flexible version of the structured interview as "it allows depth to be achieved by providing the opportunity on the part of the

interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005). It meant that the semi-structured interview allowed the researcher to gain the information more deeply from the subjects' responses.

The purpose of this interview was knowing the ESP teachers' opinions, feelings and thoughts about authentic materials and textbooks applied in the ESP classroom. Then, this interview also could gain data about the ESP teachers' preference in using the teaching materials (authentic materials or textbooks) in their ESP classroom. The researcher interviewed each of the ESP teachers once. During the interview, the researcher took voice recording for data tracking.

### **Data Collection Procedure**

The data collection was conducted to gather information about the teachers' attitudes toward teaching materials (authentic materials and textbooks) and the teachers' preference in using the teaching materials (authentic materials or textbooks) in their teaching activity. To collect the data, the researcher will take some procedures as follow:

1. Located the site and participants of the study; the participants were the ESP teachers at University of Muhammadiyah Malang (UMM).
2. Distributed the questionnaire; the questionnaire was distributed to the ESP teachers.
3. Collected the result of the questionnaire.
4. Conducted interview; the interview with the ESP teachers were conducted right after distributing the questionnaire in order to get more information related to their feelings and opinions about the authentic materials, textbooks and their preference to the teaching materials (authentic materials or textbooks) used in the teaching and learning process.

### **Data Analysis**

Data analysis was a process in which researchers systematically searched for and organized data to improve their understanding of data and to enable them to present what they learnt to others (Ary et, al., 2010). Then, according to Field (2009) data analysis was done after data has been collected to understand the study and reach certain findings. Therefore, in this study, the researcher used two ways of



analyzing data: quantitative data analysis and qualitative data analysis. The explanation was presented below.

### 1. Quantitative Data Analysis

In quantitative data analysis, the researcher collected the data on teachers' attitudes by using the questionnaire. After the distribution of the questionnaire was done, the researcher analyzed the results of the teacher's responses by assessing and making percentages. The researcher made the tabulation of teachers' responses of the questionnaire by computing them to the form of number and descriptive statistics. In this case, the average percentage of each indicator was used to interpret the teachers' attitudes. The interpretation of the average percentage result on the participants' response based on the categories below as Table 3.1.

Table 3.1 Categories of Teachers Attitude

Average Percentage Scales (%)	Categories
76-100	Very Positive
51-75	Positive
26-50	Negative
0-25	Very Negative

### 2. Qualitative Data Analysis

In qualitative data analysis, the researcher did some steps to analyze the data.

1. Transcribed the results of the interview; the researcher listened to a voice recording from the interview results and described them in a written form. It made the researcher easier to categorize the data to be taken.
2. Categorized the data; the data that has been transcribed were categorized according to the research questions. So, the researcher categorized which data was in accordance with research question 1 and 2.
3. Compared the data; the researcher interpreted and compared the data from the results of the data that have been categorized. Then, the researcher explained and described the results of the data analysis.

4. Drew conclusion; the researcher gave a general description of the results of data analysis that has been done.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This section presents the result of the data analysis which is related to the teachers' attitudes and preferences toward teaching materials (authentic materials and textbooks).

#### ESP Teachers' Attitudes toward Authentic Materials

The results of data analysis showed that some attitudes appeared in this research. They were: 1) understanding the importance of authentic materials, 2) Having inclusive interest of authentic materials, 3) having high motivation in teaching when using authentic materials, 4) understanding the students' needs of authentic materials, 5) having preference in applying authentic materials. The average percentage of each indicator showed the teachers' attitude toward authentic materials. The detail description is presented in Table 4.1 below.

**Table 4.1 The Average Score of Teachers' Attitudes toward Authentic Materials**

No	Indicators	Item	Total Item Score	Mean Score	Mean Score (%)
1.	Understanding the importance of authentic materials	3	422	10.55	87.92
2.	Having inclusive interest of authentic materials	3	390	9.75	81.25
3.	Having high motivation in teaching when using authentic materials	2	268	6.7	83.75
4.	Understanding the students need of authentic materials	3	399	9.97	83.08
5.	Having preference in applying kinds of authentic materials	4	533	13.32	83.25
Total/ Average		15	2012	50.29	83.85

Table 4.1 showed that the average percentage of the items was 83.85%. It means that the teachers had very positive attitudes toward authentic materials.

Furthermore, the table also reported that understanding the importance of authentic materials had the highest average score of the indicators with the average percentage of 87.92%. It could be said that ESP teachers used authentic materials mainly because they understood the importance of authentic materials for their ESP class. In addition, they wanted to use authentic materials because they could give benefits during their teaching and their students' learning in the classroom. For example, they said that they used authentic materials for reading class, and they took magazines for teaching. They thought that authentic materials were very helpful for them. The following statements are the excerpt from the teachers' interview.

*"Authentic material is also important if I have to range 1 to 10 I give 8 until 9 for range. The more authentic materials we use the ability of the students using English will be better, because the learner will learn not only the language but also the structure of English itself and the culture. (Teacher 4, line 56-59)*

Having high motivation in teaching when using authentic materials was indicated by the score indicator of teachers' attitudes toward authentic materials with the average percentage of 83.75. It means that by using authentic materials, the ESP teachers tended to be more motivated in teaching. As the result, it could promote positive classroom atmosphere during the teaching and learning process. In other words, it could give a positive impact on the students' learning improvement. For example, the students were more active when the teacher also had high motivation in teaching. It can be seen from the following interview result.

*" By using authentic materials, I was motivated to create active and fun class for my students". (Teacher 4, line 80-81)*

*" I have motivation to make improvement in language students achievement, so I think authentic materials will help me to reach it. (Teacher 3, line 82-83)*

Having preference in applying the kinds of authentic materials was the third indicator of teachers' attitudes toward authentic materials. With the average percentage of 83.25%, it indicated that ESP teachers preferred to use authentic materials for their teaching. One of the reasons for the preference of authentic materials was that the ESP teachers also had to promote the use of authentic materials in language teaching in order to provide the students with various types of

language use. For example, the teachers used magazines, brochures, etc for reading class and movie and radio news recorder for listening. They also argued in the following excerpt.

*“Especially in speaking class when topic about asking and giving opinion, I look at several expression how to ask and how to give opinion in the internet.” (Teacher 1, line 119-121)*

The fourth indicator was understanding the students’ need of authentic materials with the average of percentage of 83.08%. By understanding the needs of the students, it influenced the teacher in selecting authentic materials. Consequently, the ESP teachers tried to select authentic materials that were suitable for their students. For example, the teacher taught English for industrial engineering. They tried to find out the materials that were related with industrial engineering. Therefore, the students’ language achievement could be improved. It is also supported by the interview result.

*“I try to prepare whether the material is suitable for my students. For example, my approach to teach procedure by having my students cooking does not necessarily mean it could be implemented to the entire my speaking class.” (Teacher 5, line 90-93)*

Having inclusive interest of authentic materials was the last indicator of teachers’ attitudes toward authentic materials with the average percentage of 81.25%. It was the lowest scores of the indicators. It revealed that the ESP teachers felt enjoyable, satisfied, happy, and they tended to be more interested in using authentic materials for their ESP class. For example, they used authentic materials almost in every meeting in their class. It means that they were interested in using authentic materials. It is supported with the interview below.

*“I tried my best to use authentic material in my daily teaching but I still combine with the textbooks. As I said previously that authentic material regards with the students’ field of study and daily life.” (Teacher 3, line 71-73)*

Based on the findings above, it can be concluded that the ESP teachers’ attitude toward authentic material was indicated by the fact that they understood authentic materials, they preferred to use authentic materials, and they felt enjoyable when using authentic materials. Therefore, the ESP teachers had positive attitudes

toward the use of authentic materials for ESP teaching. Eventually, applying and developing authentic materials could give the benefits for ESP teachers in teaching and learning process.

### **ESP Teachers' Attitudes toward Textbooks**

Textbook is one of the printed materials that were still used by the ESP teachers. The results of the data analysis showed that there were some attitudes appeared in this research. There were: 1) understanding the importance of textbooks, 2) having inclusive interest in textbooks, 3) having high motivation in teaching when using textbooks, 4) understanding the students' need of textbooks, and 5) having preference in applying kinds of the textbooks. The average percentage of each indicator showed the teachers' attitude toward textbooks. The detail description is presented in Table 4.2.

**Table 4.2 The Average Score of Teachers' Attitudes toward textbook**

No	Indicators	Item	Total Item Score	Mean Score	Mean Score (%)
1.	Understanding the important of textbooks	3	321	8.02	66.83
2.	Having inclusive interest of textbooks	3	329	8.22	68.5
3.	Having high motivation in teaching when using textbooks	3	326	8.15	67.91
4.	Understanding the students need of textbooks	3	317	7.92	66
5.	Having preference in applying kinds of textbooks	3	311	7.77	64.75
Total/ Average		15	1604	40.08	66.79

Table 4.2 showed that the average percentage of the items was 66.79%. It revealed that the teachers had positive attitudes toward textbooks. The table also reported that having inclusive interest in textbooks had the highest average score with the average percentage of 68.5%. The indicators of this finding were that ESP teachers felt enjoyable, satisfy, and happy when using textbooks in their class. For example, they still used textbook for completing the materials in their teaching for reading class. So, they did not leave the textbook behind. Consequently, they were

interested in using textbooks for their ESP class. It is in line with the result of interview below.

*“I enjoy when I use textbook in my class. I think textbook help me to choose the topic easily.” (Teacher 4, line 162-163)*

*“I interested in using textbook, because it also helps me to teach follow the syllabus.” (Teacher 2, line 164-165)*

Teachers have motivation in teaching when using textbooks got the second place of high score with the average percentage of 67.91%. It showed that the ESP teachers were indeed motivated when using textbooks in the class. Accordingly, the ESP teachers had high motivation because it was easy for them to choose a topic when teaching so that the teaching and learning process could run effectively. For example, the teachers took a certain topic in the textbooks that was arranged based on syllabus. So, they did not need to waste the time to prepare, and it motivated the teacher to teach effectively. It is supported with excerpt of interview below.

*“Textbooks guide me to choose the appropriate topic for my class and it motivate me to teach effectively.” (Teacher 2, line 166-167)*

*“I feel motivated when I used textbook in my class, because I was compelled to make creation from the topic of textbook.” (Teacher 1, line 168-169)*

Understanding the importance of using textbooks became the third indicators with the average percentage of 66.83%. It indicated that the ESP teachers said that textbooks could be important in reading and writing classes. Furthermore, the ESP teachers claimed that the textbooks were more systematically arranged based on the syllabus. Thus, the students could efficiently acquire the lesson that had been taught. For example, for reading class, the teacher found the topic easily in the textbooks, so they would minimize the time, and it was efficient. It is revealed by the teacher in the interview excerpt below.

*“All the material in text book is so good. They include so many tasks, and it’s already scopes all of the material and it is systematically.” (Teacher 1, line 158-159)*

Understanding the students need of using textbooks with the average percentage of 66% became the fourth place. It showed that the ESP teachers were aware of their students’ needs when using textbooks. As each student has different learning styles so they tried to consider the students’ ability and situation when selecting the topic in the textbooks. The ESP teacher argued:

*“The textbook has content that is more focused on the structure of the language, so it is very suitable for students to explore the structure of language.” (Teacher 3, line 170-172)*

Further, having preference in using the textbooks with the average percentage of 64.75% was the last indicator of teachers attitudes toward textbooks and the lowest scores of the result. It revealed that textbooks were still needed in ESP class. Eventhough, there were many sources of materials textbooks might helped both teachers and students during teaching and learning process. For example, the teacher preferred to used textbooks for reading class because it was easily for them to choose the topic based on the syllabus. It is supported with the interview result below.

*“Although the textbook also has some things that are still not appropriate, the textbook is still the choice for teaching. because I feel the topic in the textbook can be my benchmark in teaching.” (Teacher 2, line 176-178)*

In conclusion, it can be said that the ESP teachers had positive attitudes toward the textbooks due to the importance of the textbooks, the ESP teachers’ interest, motivation, and students’ needs. Therefore, it was reasonable to say that textbook was also one of material preferences that might be used in ESP course.

### **Teachers’ Preference to teaching materials (Authentic materials vs textbooks)**

The preference of teaching materials was very important for both teachers and students. This research found that ESP teachers preferred to use one of the teaching materials that was suitable with their teaching and learning for ESP course.

### **ESP Teachers Preferred to Use Authentic Materials**

The result of this research showed that ESP teachers preferred to use authentic materials rather than using textbooks. This was indicated by the average number of authentic materials which was higher than textbooks. The average percentage was 83.25% for authentic materials (see table 4.1) and 64.75% for textbooks (see table 4.2). The high average number means that authentic materials had a high positive response. So, it showed that ESP teachers preferred to use authentic materials in ESP course. Moreover, there were some reasons why ESP teachers preferred to use authentic materials rather than textbooks.

Firstly, Authentic materials matched with the students' need. The ESP teachers felt that authentic materials could help them to manage the materials that were suitable with the students' need. Authentic materials can complete the topic of each major. This statement was supported by the interview result of ESP teachers.

*"Authentic materials really close to students department needs because it gives example to the students about what they need based on the major and needs". (Teacher 4, line 183-185)*

Secondly, authentic materials adjusted to the setting or environment. The ESP teachers used authentic materials because they argued that authentic materials could support their teaching that was suitable with the students' environment. Authentic materials could also can help the students apply English with their daily life.

*"The students will associate with their field of study and daily life. Therefore, it makes the students' learning more meaningful." (Teacher 5, line 189-190)*

The last reason is that authentic materials can cover the topic that teachers want to serve. When ESP teachers wanted to teach a certain topic, they needed to prepare materials that were suitable with the students' needs, and it was very helpful when they used materials that could coverage all of the topics. The ESP teachers argued that authentic materials covered the topic that they wanted to serve to their students in ESP class. This statement was supported by the result of the interview below.

*"Authentic materials is very helpful, it can help cover the material that I want to serve to my students." (Teacher 3, line 195-196)*

*" If I need a materials that can support my teaching and cover my topic, I use authentic materials for support my teaching." (Teacher 5, line 191-193)*

In the other side, there were two reasons why some of the ESP teachers did not preferred to use textbooks for their ESP class. Firstly, textbooks did not fulfill the students' needs. This statement was supported by the result of interview below.

*"I don't really prefer to use text book. Because I ever write text book, and it is not really about the students need. I choose authentic material better than text book." (Teacher 3, line 196-199)*

*"Textbooks are out of date and do not suitable with what students need." (Teacher 5, line 188-189)*



Secondly, some of the topics of the textbooks were out of date. So, they did not follow the current topics in every major.

*“To be honest I prefer to use authentic materials, because the following changing era like now for example civil engineering we learn about eco green building but the textbooks didn’t tell much about it. It means that textbooks are out of date.”(Teacher 4, line 179-183)*

Based on the interview results above, it showed that the ESP teachers had tendency to use authentic materials rather than textbooks due to the benefits of provided by the authentic materials when used in ESP teaching. The benefit of using authentic materials had a good impact for the teachers to motivate their students in learning English. Therefore, authentic materials were needed in the teaching and learning process for making the atmosphere in the class more active.

## **Discussion**

Based on the research findings and referring to the first research question, the result from questionnaires showed that ESP teachers had very positive attitudes toward authentic materials. The positive attitudes indicated that ESP teachers used authentic materials because it was functional to guide the students in understanding the use of English in real life. Besides, the ESP teachers thought that authentic materials were also important to be applied in the ESP course since it could increase the students' ability in learning English. They used authentic materials in every ESP class. This finding was also in line with a study conducted by Allehyani and Burnapp (2017). They claimed that the teachers in Saudi Arabia boys school had positive attitudes toward the use of authentic materials in the classroom compared to the use of textbooks. Furthermore, Bellaid and Murray (2015) also found out that most of the teachers had a positive attitude in using authentic materials in English language teaching. Some of the teachers tried to use authentic materials as the main teaching and learning source in their English language classes, and it was positively reflected on the students' English language proficiency. Moreover, Mahi (2017) had the same finding with this research. The finding showed that EFL teachers hold a positive attitude towards authentic materials, since they agree on their effectiveness in their classes. Therefore, the use of authentic materials in ESP class must be considered by

the ESP teachers as the important materials because they have many benefits for teaching and learning.

Referring to the second research question, the results showed that some of ESP teachers had positive attitudes toward the use of textbooks. This finding is supported by research done by Salehi, Khadivar, and Mehrabi (2015). They discovered that teachers and learners had positive attitudes towards the content part of their ESP textbook. Zia and Afraz (2017) also found that EFL teachers showed the least positive attitude towards language the purpose and technical consideration of textbooks because they believed that in many cases languages and registers used in textbooks. Moreover, this result also in line with the Hammad's research in 2014. The results revealed that the participants had positive (high) attitudes towards the English materials in that the topics in such materials were perceived by the teachers to be relevant to pupils' cultural background and needs. Therefore, textbook is still needed for ESP course because the content of textbooks which has many topics.

Authentic materials and textbooks had their own characteristics. ESP teachers could choose which one was appropriate with their teaching and learning. Referring to the last research question, the result of this research showed that ESP teachers preferred to use authentic materials rather than textbooks. Although in the result of the second research question showed that teachers also had positive attitudes toward textbooks, they preferred to use authentic materials for teaching ESP. This result was in line with the findings of the research of Bellaid and Muray in 2015. They argued that in analyzing the EFL teachers' attitudes, it was obvious that all of them prefer to use authentic materials in their language classes for different purposes. Allehyani and Burnap (2017) also stated that as the teachers were aware of the importance of the use of authentic materials, they preferred to use authentic materials rather than textbooks in their teaching and learning. Therefore, the result of this research showed that ESP teachers had the same preference as the teachers in the previous research. It was proven that authentic materials were the most chosen materials for English teaching.

The result of this research also had different result with the previous research which meant the unique things of this research. It showed that both of teaching

materials (textbooks and authentic materials) have gotten the positive attitudes by the ESP teachers. However, the previous research showed one side tendency such as they had positive attitudes toward authentic materials and negative attitudes toward textbooks and the other way round.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the research findings provided in the previous chapter, the researcher concluded that ESP teachers had a wide perspective of authentic materials and textbooks. From the result of the first research question, the ESP teachers showed the positive attitudes toward authentic materials. It also happened in the result of the second research questions. The result showed that ESP teachers had positive attitudes toward textbooks. Although, the ESP teachers had positive attitudes toward authentic materials and textbooks, authentic materials had score higher than textbooks. Most of them thought that the use of authentic materials had a more positive impact on their ESP course. It motivated their students to learn English more. Furthermore, the teachers could select the authentic materials that were matched with the needs of the students and their major. The ESP teachers felt that ESP textbooks also had a role in their ESP course. They argued that ESP textbooks could help them during reading class and writing class.

In selecting teaching materials, ESP teachers preferred to use authentic materials rather than textbooks. It happened as some teachers argued that authentic materials helped the ESP students learn English by applying the theory with the real situation and up to date authentic materials. Then, it also helped the teachers to connect the topic of ESP with the students' major.

### **Suggestions**

Based on the research findings, it is necessary to provide some useful suggestions for:

1. ESP teachers in Language Centre at the University of Muhammadiyah Malang. The result of this research is hoped to help them develop and create the teaching materials enriched with various authentic materials that are suitable with the student needs and their major.

2. The editors of ESP textbooks, the result of this research is also hoped to help them suit the ESP textbooks with the student needs by selecting the suitable authentic materials that fit with the student needs and their major.
3. The future researchers, the researcher hopes that there would be more researchers to conduct research on the topic of authentic materials with different levels of schools and other kinds of textbooks since this discussion would be useful for the development of English learning materials for the Indonesian students.

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